

# Honors: The Grapes of Wrath

Content Area: **English Language Arts**  
Course(s): **Language Arts 3**  
Time Period: **6 weeks**  
Length: **6 weeks**  
Status: **Published**

## Unit Overview

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By reading and analyzing *The Grapes of Wrath*, students will understand the causes of the Dust Bowl and the effects on the farmers of the midwest. Students will identify literary themes in an effort to recognize common threads of the human condition.

## Transfer

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Students will be able to independently use their learning to...

- Understand the role of historical context and its importance in a novel's meaning.
- Evaluate the effects of the Great Depression on rural farm families and agriculture.
- Identify examples of humanism and transcendentalism and analyze how they reflect the beliefs of the author.
- Recognize and apply themes of family, fellowship, strife, and dignity to future pieces of literature.
- Make connections between historical context and current events/personal relationships.

## Meaning

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## Understandings

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Students will understand that...

- Natural disasters make individuals face difficult choices of survival for both themselves and their families.
- Family and fellowship in times of strife have the ability to outweigh man's inhumanity towards other men.
- Realism in setting and characterization is essential to understanding historical context and making connections between the text and self.

## **Essential Questions**

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Students will keep considering...

- How do symbolism and allusion in literature contribute to theme, character development and mood?
- How does literature articulate moral choices and the ramifications of these choices?
- How can we recognize the philosophies of an author?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- the importance of historical context and realism
- the philosophies of the author
- how to identify themes
- how to identify symbolism and allusion

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements

## **Academic Vocabulary**

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Realism, transcendentalism, humanism, pragmatism, historical context, symbolism, allusion

### **Learning Goal**

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Students will be able to analyze and explain how specific individuals, ideas, or events interact over the course of *The Grapes of Wrath*.

### **Learning Goal 2**

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Students will be able to cite textual evidence to support analysis of what text says explicitly as well as to support inferences drawn from text, including determining where the text leaves matters uncertain.

### **Objective 1- Background on author/ historical context of novel (Level of Difficulty 1)**

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SWBAT:

Recognize and understand how John Steinbeck's personal experiences and philosophies influenced the progression of the plot and characterization in the text.

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|-----------------|---|
| LA.RL.11-12.1   | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.          |
| LA.RL.11-12.2   | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. |
| LA.RL.11-12.3   | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).                           |
| LA.RL.11-12.6   | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| LA.RL.11-12.10a | By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.  |

## **Objective 2- Character, setting (Level of Difficulty 2)**

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SWBAT:

Recognize changes in characters and identify motivation

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

## **Objective 3- Vocabulary (Level of Difficulty 2)**

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SWBAT:

Define unknown vocabulary words to apply to text

LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

## **Objective 4- Plot development (Level of Difficulty- 2, 3)**

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SWBAT:

Discuss plot development, identify literary elements, and make inferences while reading the text.

LA.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LA.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LA.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

LA.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

LA.RI.11-12.10a

By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

LA.RL.11-12.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LA.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

LA.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

LA.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

LA.RL.11-12.10a

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

## **Summative Assessment**

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- Essay(s)
- Project(s)
- Test(s)

## **21st Century Life and Careers**

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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- Class discussion
- Comprehension Questions
- Do Now/ Exit Ticket
- Homework
- Journal entries
- Quizzes
- Reading checks
- Teacher observation

## **Accommodations/ Modifications**

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- Audio/Video clips
- Current Events
- Databases
- Historical Music/ Photos/ News Clips

## **Interdisciplinary Connections**

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- Alienation of minorities
- Biblical Allusions

- Ecological Causes of the the Great Depression
- Economic Causes of the Great Depression
- Geography of California
- History of Mexico and California
- Migrant Workers
- Poverty
- Social class and structure
- The Dust Bowl

SOC.6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.CS9	The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.

## Unit Resources

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### *The Grapes of Wrath*

- <https://www.commonlit.org/book-pairings/the-grapes-of-wrath>
  - <https://www.commonlit.org/text-sets/the-great-depression>
  - <https://newsela.com/text-sets/9826/books--thegrapesofwrath-steinbeck>
  - <https://www.teachit.co.uk/resources/ks5/the-grapes-of-wrath-by-john-steinbeck/prose/study-pack/2944>
  - <http://www.readwritethink.org/classroom-resources/lesson-plans/designing-museum-exhibits-grapes-892.html>
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- Audio/ Video clips
  - Background Notes
  - Current Events
  - Historical Music/ Photos/ News
  - Novel

- Unit Resources
- Vocabulary words and exercises